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## **Abstract**

### **The process of learners' goal attainment in SALC's self-directed learning facilitation**

**-Single case study of an international student in a Japanese graduate school-**

**SEI, Yoko**

The promotion of self-directed learning has gained popularity as a way to support autonomous language learning. Although those discussions have a theoretical background in second language acquisition studies, further research is required for self-directed learning in Japanese language education. Therefore, this is a single case study of an international student in a Japanese graduate school who learns technical Japanese through self-directed learning. The session was conducted online (Zoom) as an extracurricular activity provided by the university's facility for supporting autonomous language learning. This paper describes six sessions and an interview as a qualitative single case study with one participant, a research collaborator enrolled in the doctoral program of the Graduate School of Economics. The data were collected during the sessions, and analyzed using recordings, goal-setting sheets, study plans, e-mails, and an online bulletin board for information sharing. Trends over the six sessions revealed that the student who used learning strategies to achieve goals revealed that self-directed learning was facilitated by the knowledge that the learners had already acquired, in addition to the practice of learner autonomy.

## Abstract

### Phonological contrast and ambiguity of phonetic realization between the Japanese moraic-nasal and the vowel

-A comparison between Japanese native speakers and Korean learners of Japanese-

HAN, Heesun

This study examines the difference in the perception of the Japanese moraic nasal (/N/) between Japanese native speakers and Korean learners of Japanese, following the previous study (Han 2021). The experiment employs the meaningful words that contain “/N/ + vowel (/gosenen/: five thousand yen)” and “vowel + vowel (/gose:en/: encouragement).”

In the perceptual judgment of choosing one of the two test words, the Japanese native speakers judged /N/ more frequently than the learners, and judged vowel less frequently than the learners. In comparison with the beginners of Japanese, the Japanese native speakers had higher rates of judgment as /N/ even for sounds with insufficient closure. The Korean language has three nasal codas (/m, n, ŋ/) which have respectively independent places of articulation, and places of articulation must be strictly maintained in order to distinguish them. In conclusion, I found it is more difficult for the beginners of Japanese to recognize the Japanese moraic nasal, which has wide variation depending on "the degree of closure."

The advanced learners showed the highest percentage of correct answers among the three groups. However, they did not reach the level of acceptance by native Japanese speakers in terms of the acceptance of vowels as free allophones of /N/ in intervocalic position.

This result supports the view of Kawakami (1987), which states that complete closure makes it easier to recognize stimuli as /N/, while a sound closer to a vowel with no restriction is perceived as /N/ more natural with intervocalic position.